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ABSTRACT

This second edition of the "Mini-Digest" provides a pocket-sized compilation of statistical information covering the field of America education from kindergarten through graduate school and found in much greater detail in the "Digest of Education Statistics", "The Condition of Education", and "Youth Indicators". The statistical highlights provide a quantitative description of the current American education scene. Information is presented on (1) enrollment at elementary, secondary, and higher levels, including enrollment by race and ethnicity; (2) teachers and teacher characteristics; (3) educational outcomes (course-taking patterns, graduates, dropouts, literacy rates, completions, academic achievement, and college degrees); and (4) educational finance. Statistics reveal that in the fall of 1994 education was the primary occupation of about 72 million people. Included in this total are about 64.5 million students and about 3.7 million teachers, as well as about 4.2 million professional, administrative, and support staff. Thirty tables and 12 figures present statistical information. (SLD)

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Mini-Digest of Education Statistics 1994

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Mini-Digest of Education Statistics 1994

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Office of Educational Research and Improvement NCES 94-131

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National Center for Education Statistics

"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

November 1994

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Foreword

Welcome to the second edition of the *Mini-Digest of Education Statistics.* The primary purpose of this publication is to provide a pocket-sized compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The statistical highlights provide a quantitative description of the current American education scene.

The *Mini-Digest* is designed as an easy reference for materials found in much greater detail in the *Digest of Education Statistics, The Condition of Education,* and *Youth Indicators.*

These volumes include selections of data from many sources, both government and private, especially drawing on results of surveys and activities carried out by the National Center for Education Statistics (NCES). They include information on the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational outcomes, finances, and federal funds for education. Unless otherwise stated, all data are extracted from the *Digest of Education Statistics.*

Overview

Education was the primary occupation of about 72 million people in the United States in the fall of 1994. Included in this total were about 64.5 million students enrolled in American schools and colleges. About 3.7 million people were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.2 million. In a nation with a population of about 258 million, more than 1 out of every 4 persons participated in formal education.

Clearly, from the large number of participants, the 12 to 13 years that people spend in school, and the hundreds of billions of dollars expended by educational institutions, it is evident that the American people have a high regard for education.

The Structure of American Education

Figure 1 shows the structure of education in the United States: the three levels of education—elementary, secondary, and postsecondary—and the approximate age range of persons at each level. Pupils ordinarily spend from 6 to 8 years in the elementary grades, preceded by 1 to 3 years in nursery school and kindergarten. The elementary school program is followed by a 4- to 6-year secondary school program. The elementary program is frequently followed by a middle school or junior high school program, which generally lasts 2 or 3 years. Students then may finish their compulsory schooling at the secondary or high school level, which may last from 3 to 6 years depending on the structure within their school district. Pupils normally complete the entire program through grade 12 by age 17, 18, or 19.

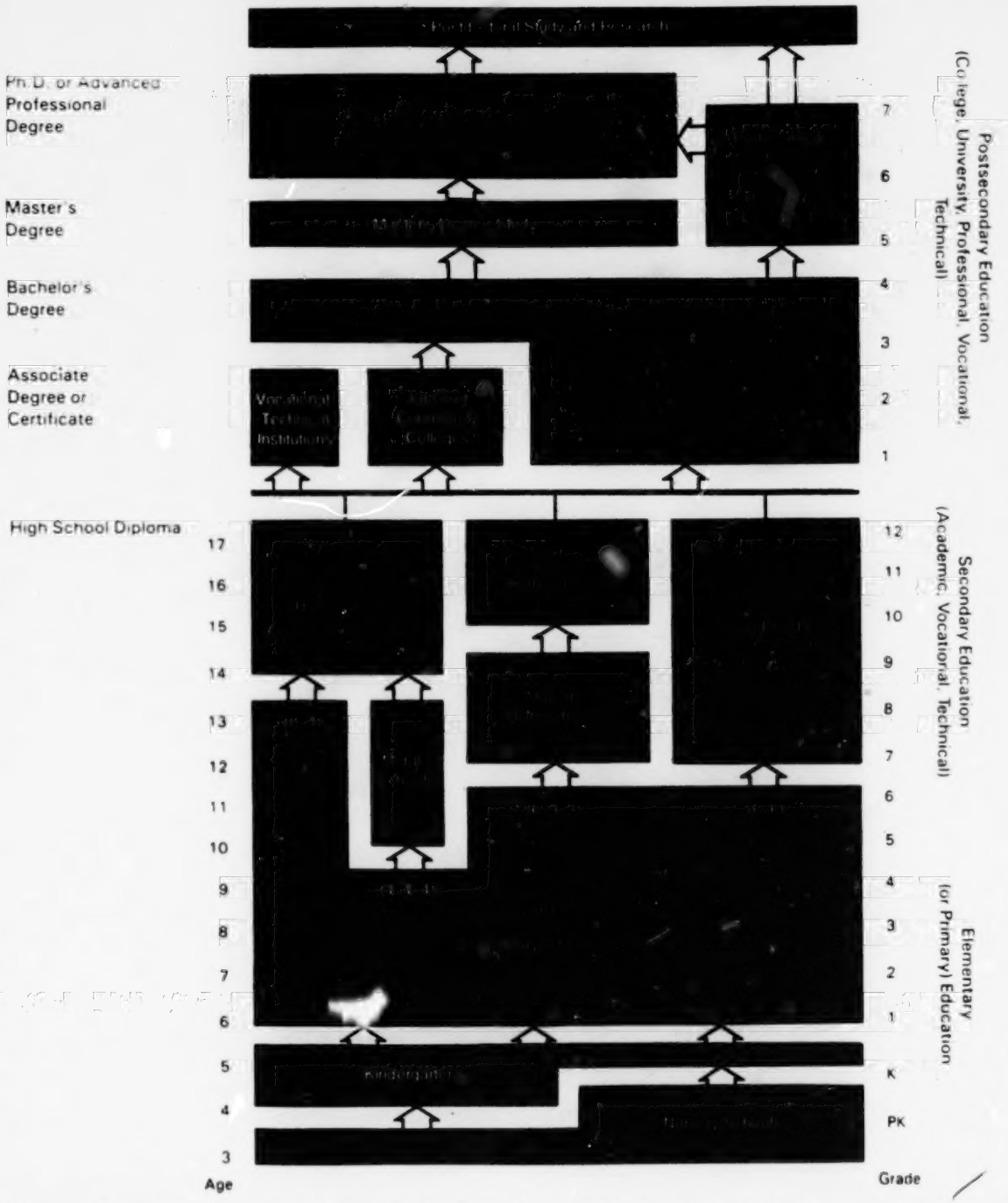
High school graduates who decide to continue their education may enter a technical or vocational institution, a 2-year college, or a 4-year college or university. A 2-year college normally offers the first 2 years of a standard 4-year college curriculum and a selection of terminal vocational programs. Academic courses completed at a 2-year college

are usually transferable for credit at a 4-year college or university. A technical or vocational institution offers postsecondary technical training leading to a specific career. Other types of educational opportunities for adults are offered by community organizations, libraries, churches, and businesses.

An associate degree requires the equivalent of at least 2 years of full-time college-level work, and a bachelor's degree normally can be earned in 4 years. At least 1 year beyond the bachelor's is necessary for a master's degree, while a doctor's degree usually requires a minimum of 3 or 4 years beyond the bachelor's.

Professional schools differ widely in admissions requirements and in program length. Medical students, for example, generally complete a 4-year program of premedical studies at a college or university before they can enter the 4-year program at a medical school. Law programs normally require 3 years of coursework beyond the bachelor's degree level.

Figure 1.—The structure of education in the United States



NOTE—Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or higher education level. Chart reflects typical patterns of progression rather than all possible variations.

SOURCE: U.S. Department of Education, National Center for Education Statistics.

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Enrollment

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Elementary and Secondary Schools

Public Schools

Overall, public school enrollment increased between 1984 and 1994. In kindergarten through grade eight, enrollment rose from 26.9 million in fall 1984 to an estimated 31.8 million in fall 1994. In the upper grades (9–12), the net result of changes in enrollment over the same period was a return to the 1985 level of 12.4 million.

Table 1.—Enrollment in public elementary and secondary schools: Fall 1984 to fall 1994
(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
1984	39,208	26,905	12,304
1985	39,422	27,034	12,388
1986	39,753	27,420	12,333
1987	40,008	27,933	12,076
1988	40,189	28,501	11,687
1989	40,543	29,152	11,390
1990	41,217	29,878	11,338
1991	42,047	30,506	11,541
1992 [1]	42,735	30,997	11,738
1993 [1]	43,353	31,374	11,979
1994 [2]	44,254	31,837	12,417

[1] Preliminary data.
[2] Projected.

Private Schools

Private school enrollment has changed little over the past decade, with about 11 percent of all elementary and secondary students attending private schools. Total private school enrollment at the elementary and secondary levels was estimated at 5.6 million in fall 1994.

Table 2.—Enrollment in private elementary and secondary schools: Fall 1984 to fall 1994
(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
1984 [1]	5,700	4,300	1,400
1985	5,557	4,195	1,362
1986 [1]	5,452	4,116	1,336
1987	5,479	4,232	1,247
1988	5,241	4,036	1,206
1989	5,355	4,162	1,193
1990	5,232	4,095	1,137
1991	5,199	4,074	1,125
1992 [2]	5,375	4,212	1,163
1993 [1]	5,471	4,280	1,191
1994 [3]	5,565	4,333	1,232

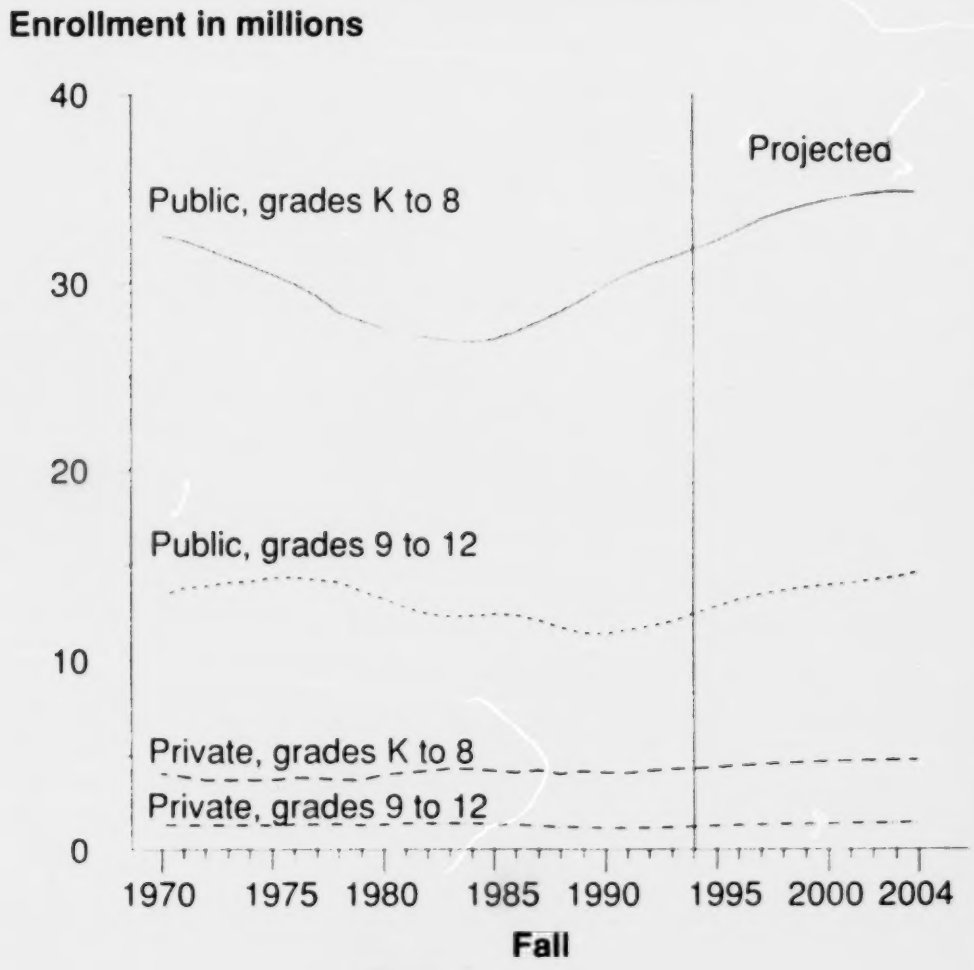
[1] Estimated.
[2] Preliminary data.
[3] Projected.

NOTE: Because of rounding, details may not add to totals.

Projections

The National Center for Education Statistics (NCES) forecasts record levels of enrollment by the late 1990s. It is anticipated that by the year 1996, elementary and secondary school enrollments will surpass the previous high set in 1971 and will

Figure 2.—Enrollment in elementary and secondary schools, by level and control: Fall 1970 to fall 2004



continue to climb into the next century. Elementary school enrollment is expected to reach 36.7 million and secondary school enrollment will reach 14.0 million in 1995. Between fall 1994 and fall 2000, elementary school enrollment is projected to grow by 8 percent, while secondary school enrollment is expected to rise by 12 percent.

Table 3.—Projected enrollment in public and private educational institutions: Fall 1994 to fall 2004
(In thousands)

Year	Total (K–12)	Elementary (K–8)	Secondary (9–12)
1994	49,819	36,170	13,649
1995	50,709	36,668	14,041
1996	51,762	37,311	14,451
1997	52,714	37,940	14,773
1998	53,382	38,398	14,984
1999	53,942	38,793	15,149
2000	54,412	39,129	15,283
2001	54,816	39,389	15,427
2002	55,162	39,589	15,573
2003	55,459	39,713	15,746
2004	55,706	39,676	16,029

NOTE: Because of rounding, details may not add to totals.

Preprimary Enrollment

Prekindergarten and kindergarten enrollments of 3- to 5-year-olds increased 22 percent between 1983 and 1993. The proportion of 3- and 4-year-olds enrolled in prekindergarten programs has changed little since 1985.

Table 4.—Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs: Fall 1983, 1988, and 1993
(In thousands)

Level and control of school	Fall 1983	Fall 1988	Fall 1993
Total	5,384	5,978	6,581
Percent enrolled	52.5	54.4	55.1
Control			
Public	3,225	3,726	4,225
Private	2,161	2,251	2,356
Level			
Prekindergarten	2,347	2,621	2,984
Kindergarten	3,039	3,356	3,597

Enrollment Rates

School enrollment rates for 5- to 17-year-olds have remained relatively steady over the past 10 years—at about 98 percent. Nearly all elementary-age children are registered in school.

Table 5.—Percent of 5- to 17-year-olds enrolled in school: October 1960 to October 1993

Year	5 and 6 years	7 to 13 years	14 to 17 years
1960	80.7	99.5	90.3
1965	84.9	99.4	93.2
1970	89.5	99.2	94.1
1975	94.7	99.3	93.6
1980	95.7	99.3	93.4
1981	94.0	99.2	94.1
1982	95.0	99.2	94.4
1983	95.4	99.2	95.0
1984	94.5	99.2	94.7
1985	96.1	99.2	94.9
1986	95.3	99.2	94.9
1987	95.1	99.5	95.0
1988	96.0	99.7	95.1
1989	95.2	99.3	95.7
1990	96.5	99.6	95.8
1991	95.4	99.6	96.0
1992	95.5	99.4	96.7
1993	95.4	99.5	96.5

Enrollment by Race and Ethnicity

The proportion of minority students in elementary and secondary schools increased between 1984 and 1994. The proportion of Hispanics in elementary and secondary schools increased at a greater rate than the proportion of blacks.

Table 6.—Racial/ethnic distribution of 5- to 17-year-olds in elementary and secondary schools: Fall 1984, 1989, and 1994

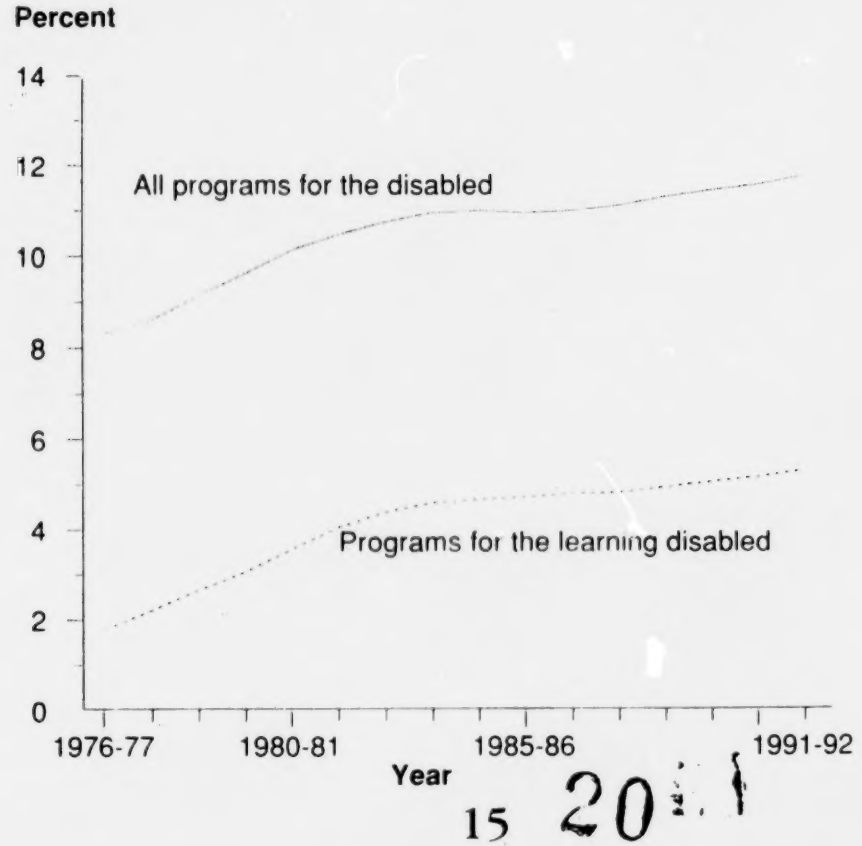
Race/ethnicity of student	Fall 1984	Fall 1989	Fall 1994 [1]
Total	100.0	100.0	100.0
White, non-Hispanic	73.3	69.6	68.1
Minority	26.7	30.4	31.9
Black, non-Hispanic	15.0	15.8	15.9
Hispanic	8.2	10.6	11.7
Other, non-Hispanic	3.5	4.0	4.3

[1] Estimated.

Enrollment in Programs for the Disabled

During the late 1970s and early 1980s, increasing proportions of children were served in federal programs for the disabled. Much of the rise during this period may be attributed to the increasing proportion of children identified as learning disabled. In 1976–77, 8 percent of children were served in these programs compared with nearly 12 percent in 1991–92. However, since 1983–84, the increases have been relatively small.

Figure 3.—Percent of public elementary and secondary students enrolled in federal programs for the disabled: 1976–77 to 1991–92



Higher Education

College Enrollment

College enrollment rose to a record level of 14.5 million in fall 1992 and is expected to rise to 14.7 million in fall 1994. Of the 1994 students, about 9 million attend 4-year schools and nearly 6 million attend 2-year schools. Between 1984 and 1994, part-time enrollment increased at twice the rate of full-time enrollment, 28 percent and 14 percent, respectively.

Figure 4.—Fall enrollment in institutions of higher education: 1984, 1989, and 1994

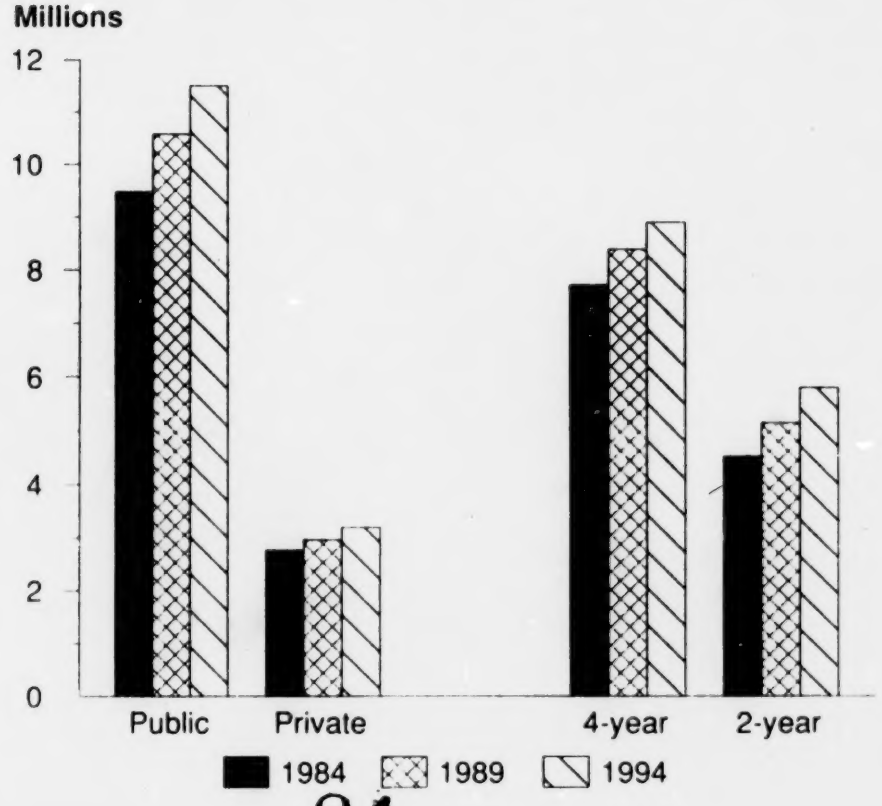


Table 7.—Enrollment in higher education: Fall 1984, 1989, and 1994
(In thousands)

Type and control of school, and attendance status	Fall 1984	Fall 1989	Fall 1994*
Total	12,242	13,539	14,700
4-year	7,711	8,388	8,900
2-year	4,531	5,151	5,800
Full-time	7,098	7,661.	8,100
Part-time	5,144	5,878	6,600
Public	9,477	10,578	11,500
4-year	5,198	5,694	6,200
2-year	4,279	4,884	5,300
Full-time	5,148	5,609	6,000
Part-time	4,330	4,969	5,500
Private	2,765	2,961	3,200
4-year	2,513	2,693	2,940
2-year	252	267	260
Full-time	1,951	2,052	2,200
Part-time	814	908	1,000

* Estimated.

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Enrollment Rates of 18- to 24-Year-Olds

The proportion of 18- and 19-year-olds attending high school or college rose from 50 percent in 1983 to 62 percent in 1993. Enrollment rates of college-age students also increased. The enrollment rate of 20- to 21-year-olds rose from 33 percent in 1983 to 43 percent in 1993.

Table 8.—Percent of 18- to 24-year-olds enrolled in school: October 1980 to October 1993

Year	18- and 19-year-olds	20- and 21-year-olds	22- to 24-year-olds
1980	46.4	31.0	16.3
1981	49.0	31.6	16.5
1982	47.8	34.0	16.8
1983	50.4	32.5	16.6
1984	50.1	33.9	17.3
1985	51.6	35.3	16.9
1986	54.6	33.0	17.9
1987	55.6	38.7	17.5
1988	55.6	39.1	18.2
1989	56.0	38.5	19.9
1990	57.2	39.7	21.0
1991	59.6	42.0	22.2
1992	61.4	44.0	23.7
1993	61.6	42.7	23.6

Enrollment by Gender

Despite decreases in the traditional college-age population, total college enrollment has continued to grow since 1970. Much of this growth can be attributed to the increase in the proportion of recent high school graduates and the number of women over 24 attending college.

Table 9.—Fall enrollment in institutions of higher education, by sex, and age: 1970, 1980, and 1990

(In thousands)

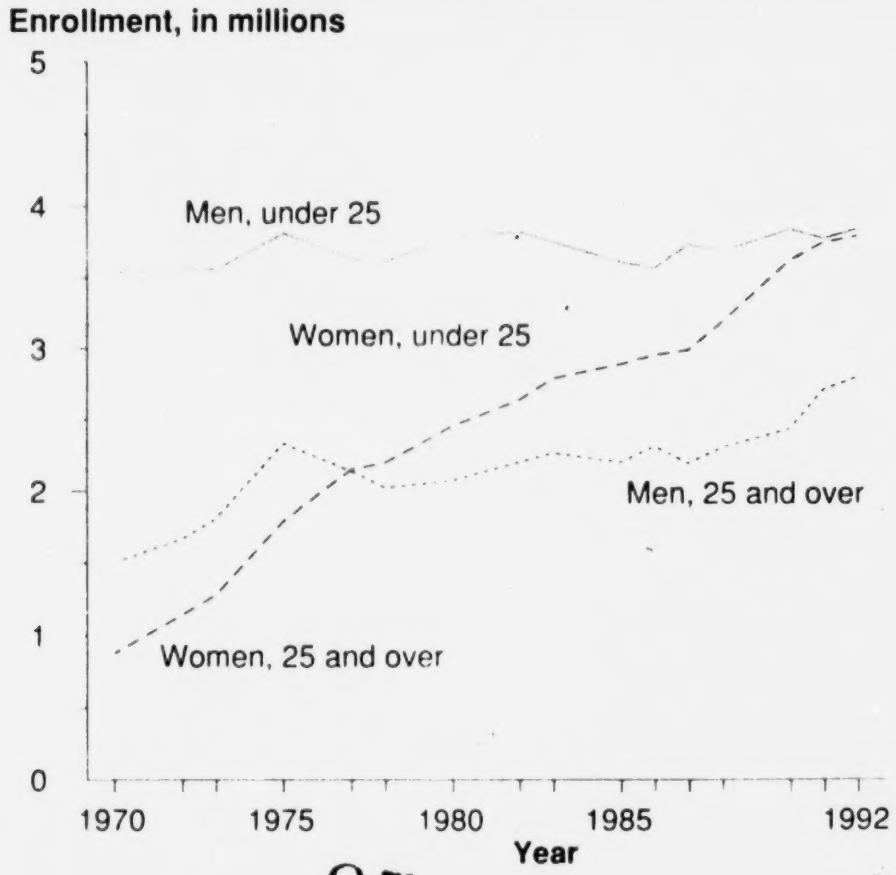
Sex and age	1970	1980	1990
Men and women, total ...	8,581	12,097	13,819
19 years and younger .	2,859	3,148	2,967
20 and 21 years old	1,880	2,423	2,619
22 to 24 years old	1,457	1,989	2,166
25 years and older	2,385	4,536	6,067
Men, total	5,044	5,874	6,284
19 years and younger .	1,479	1,474	1,433
20 and 21 years old	1,095	1,259	1,304
22 to 24 years old	964	1,064	1,107
25 years and older	1,506	2,077	2,441
Women, total	3,537	6,223	7,535
19 years and younger .	1,380	1,674	1,534
20 and 21 years old	786	1,165	1,315
22 to 24 years old	493	925	1,059
25 years and older	879	2,459	3,627

NOTE: Because of rounding, details may not add to totals.

Enrollment by Age

The number of older students in college has been growing more than the number of younger students. Between 1980 and 1990, the enrollment of students under age 25 increased by 3 percent. During the same period, enrollment of persons 25 and over rose by 34 percent. From 1990 to 1998, NCES projects a 14 percent growth in enrollments of persons over 25 and an increase of only 6 percent in the number under 25.

Figure 5.—Fall enrollment in institutions of higher education, by age: 1970 to 1992



Enrollment by Race and Ethnicity

The proportion of American college students who are minorities has been increasing. In 1976, 15.7 percent were minorities, compared with 22.5 percent in 1992. Much of the change can be attributed to rising proportions of Hispanic and Asian students. The proportion of students who are black has fluctuated over the past 15 years but was 9.9 percent in 1992, slightly up from the 1976 level of 9.6 percent. (These percentages exclude foreign students who are not permanent residents enrolled in American colleges and universities.)

Table 10.—Racial/ethnic distribution of fall enrollment in institutions of higher education: 1976, 1984, and 1992

Race/ethnicity	1976	1984	1992*
Total	100.0	100.0	100.0
White, non-Hispanic	84.3	82.5	77.5
Total minority	15.7	17.5	22.5
Black, non-Hispanic	9.6	9.0	9.9
Hispanic	3.6	4.5	6.8
Asian or Pacific Islander	1.8	3.3	5.0
American Indian or Alaskan Native	0.7	0.7	0.8

* Preliminary data.

NOTE: Distribution excludes nonresident aliens.

Graduate School Enrollment

Graduate enrollment had been steady at about 1.3 million in the late 1970s and early 1980s, but rose about 16 percent between 1986 and 1992. Enrollment in first-professional programs, after rising very rapidly during the 1970s, stabilized in the early 1980s and showed a small increase between 1986 and 1992.

Since 1984, the number of women in graduate schools has exceeded the number of men. Between 1982 and 1992, the number of male full-time graduate students increased by 26 percent, compared with 53 percent for full-time women. Among part-time graduate students, enrollments for men increased by only 8 percent compared with 30 percent for women. However, men continue to seek a first-professional degree more than do women.

Table 11.—Fall graduate enrollment [1] in institutions of higher education, by sex: 1970 to 1992

(In thousands)

Year	Total	Men	Women
1970	1,031	630	400
1972	1,066	626	439
1974	1,190	663	526
1976	1,333	714	619
1978	1,312	682	630
1980	1,344	675	669
1981	1,343	674	669
1982	1,322	670	653
1983	1,340	677	663
1984	1,345	672	673
1985	1,376	677	700
1986	1,435	693	742
1987	1,452	693	759
1988	1,472	697	774
1989	1,522	710	811
1990	1,586	737	849
1991	1,639	761	878
1992 [2]	1,670	773	897

[1] Includes full-time and part-time unclassified postbaccalaureate students, but excludes first-professional enrollment.

[2] Preliminary data.

Teachers

Number of Teachers

The number of elementary and secondary school teachers has risen in recent years, up about 13 percent since 1985. The number of public school teachers has grown at a slightly slower rate than the number of students in recent years, and the pupil-teacher ratio, after falling for many years, has remained relatively steady since 1988. In the fall of 1993, the ratio of pupils per public school teacher was 17.3 compared with 18.4 pupils per teacher 10 years earlier. During the same time period, the pupil-teacher ratio in private schools fell from 17:1 to 15:1.

Between 1988 and 1991, the supply sources of newly hired teachers shifted as both public and private schools hired a larger proportion of first-time teachers and a smaller proportion of former teachers reentering the field.

Table 12.—Teachers and pupil-teacher ratios in public and private elementary and secondary schools: Fall 1980 to fall 1993

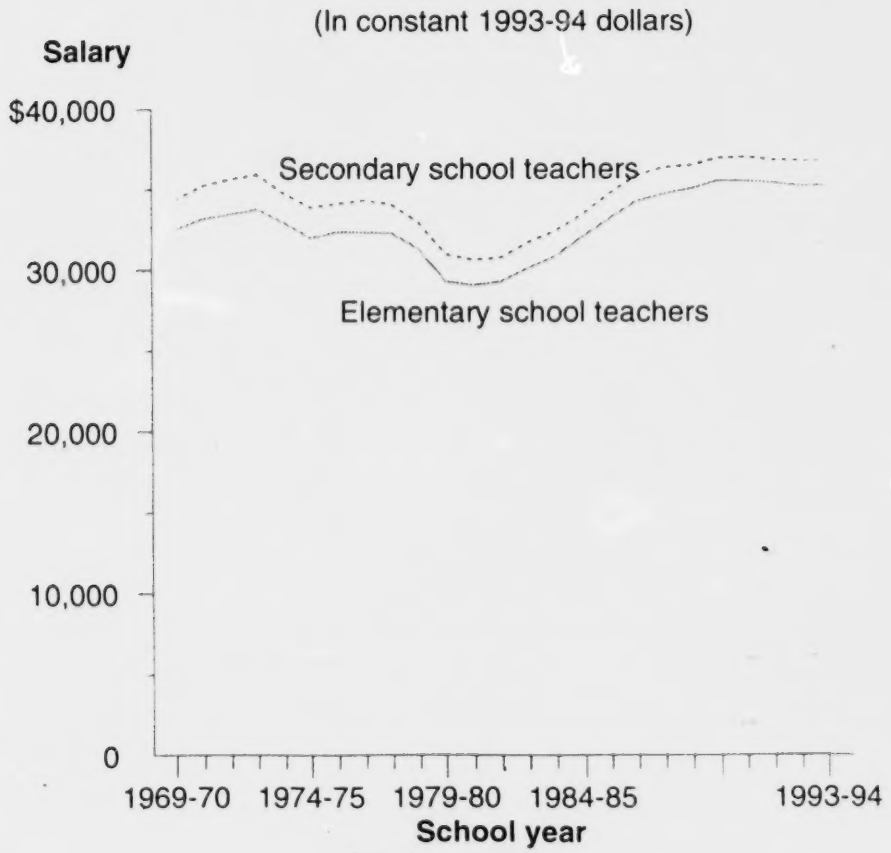
Year	Total	Public school teachers	Private school teachers
	Number in thousands		
1980	2,485	2,184	301
1983	2,476	2,139	337
1985	2,549	2,206	343
1988	2,668	2,323	345
1989	2,679	2,357	322
1990	2,753	2,398	355
1991	2,787	2,432	355
1992 [1]	2,821	2,458	363
1993 [2]	2,871	2,507	364
	Pupil-teacher ratios		
1980	18.6	18.7	17.7
1983	18.2	18.4	17.0
1985	17.6	17.9	16.2
1988	17.0	17.3	15.2
1989	17.1	17.2	16.6
1990	16.9	17.2	14.7
1991	17.0	17.3	14.6
1992 [1]	17.1	17.4	14.8
1993 [2]	17.0	17.3	15.0

[1] Preliminary.
[2] Estimated.

Teachers' Salaries

The average salary for public school teachers has grown rapidly over the past decade, reaching $35,958 in 1993-94. After adjustment for inflation, teachers' salaries rose 14 percent between 1983-84 and 1993-94. Virtually all of this increase occurred during the mid-1980s. Since 1990-91, the average salary for teachers actually fell slightly, after adjusting for inflation.

Figure 6.—Average annual salary for public elementary and secondary school teachers: 1969–70 to 1993–94



Teacher Characteristics

Teachers in public elementary and secondary schools in 1990–91 comprised 72 percent women and 87 percent white non-Hispanics. Some 64 percent of teachers had at least 10 years of full-time teaching experience and almost all teachers held at least a bachelor's degree.

Table 13.—Characteristics of teachers in public schools: 1990–91

Selected characteristics	Number, in thousands	Percent
Total	2,559	100.0
Men	719	28.1
Women	1,840	71.9
Race/ethnicity		
White, non-Hispanic	2,214	86.5
Black, non-Hispanic	212	8.3
Hispanic	87	3.4
Other minorities	47	1.8
Experience		
Less than 3 years	248	9.7
3 to 9 years	666	26.0
10 to 20 years	999	39.0
More than 20 years	647	25.3
Highest degree		
Less than bachelor's	17	0.7
Bachelor's	1,327	51.9
Master's or above	1,215	47.5

NOTE: Excludes prekindergarten teachers.

Educational Outcomes

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High School Course-Taking Patterns

In 1983, the National Commission on Excellence in Education recommended that all students take 4 years of English, 3 years each of mathematics, science, and social studies, and a half a year of computer science. For those going on to college an additional 2 years of foreign language study was highly recommended. Over the past 10 years, the average number of science and mathematics credits earned by high school graduates increased substantially. The mean number of mathematics credits (Carnegie units) earned in high school rose from 2.5 in 1982 to 3.3 in 1992, and the number of science credits rose from 2.2 to 3.0.

The proportion of graduates who completed the full college preparatory program recommended by the Commission on Excellence rose from 2 percent in 1982 to 23 percent in 1992.

Table 14.—Percent of high school graduates earning selected combinations of academic credits: 1982 and 1992

Year of graduation and course combinations taken	All graduates
1982 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	1.9
4 Eng., 3 S.S., 3 Sci., 3 Math, & .5 Comp.	2.7
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	8.8
4 Eng., 3 S.S., 3 Sci., 3 Math	13.4
4 Eng., 3 S.S., 2 Sci., 2 Math	29.2
1992 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	23.2
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp.	29.2
4 Eng., 3 S.S., 3 Sci., 3 Math, 2 F.L.	36.9
4 Eng., 3 S.S., 3 Sci., 3 Math	46.8
4 Eng., 3 S.S., 2 Sci., 2 Math	72.8

NOTE: Eng. = English; S.S. = social studies; Sci. = science; Comp. = computer science; and F.L. = foreign language.

Graduates

The number of high school graduates in 1993–94 totaled about 2.5 million. About 2.3 million graduated from public schools and less than 0.3 million graduated from private schools. The number of high school graduates has declined from its peak in 1976–77 when 3.2 million people earned their diplomas. Although the number of graduates has been lower in recent years, the ratio of high school graduates to 17-year-olds has remained relatively stable for more than two decades, declining slightly in the 1970s and increasing slightly in the late 1980s and early 1990s.

The actual graduation rate is higher than this ratio of 73.1 because many students complete high school through alternative programs, such as night schools and the GED. In 1993, about 88 percent of all 25- to 29-year-olds had completed high school.

Table 15.—High school graduates compared with population of 17-year-olds: 1972–73 to 1993–94

(In thousands)

School year	Total 17-year-olds	High school graduates	Graduates as a percent of 17-year-olds
1972–73	4,049	3,035	75.0
1974–75	4,256	3,133	73.6
1976–77	4,272	3,152	73.8
1978–79	4,327	3,101	71.7
1980–81	4,212	3,020	71.7
1981–82	4,134	2,995	72.4
1982–83	3,962	2,888	72.9
1983–84	3,784	2,767	73.1
1984–85	3,699	2,677	72.4
1985–86	3,670	2,643	72.0
1986–87	3,754	2,694	71.8
1987–88	3,849	2,773	72.1
1988–89	3,842	2,727	71.0
1989–90	3,574	2,588	72.4
1990–91	3,417	2,503	73.2
1991–92* ...	3,381	2,471	73.1
1992–93* ...	3,430	2,512	73.2
1993–94* ...	3,440	2,513	73.1

*Preliminary data.

Dropouts

The dropout rate among 16- to 24-year-olds has fallen over the past 20 years. Having fallen more for blacks than for whites, the difference in dropout rates between the races has narrowed. The dropout rate for Hispanics remains relatively high at 28 percent, compared to 8 percent for whites and 14 percent for blacks.

Figure 7.—Percent of high school dropouts among 16- to 24-year-olds, by race: 1970 to 1993

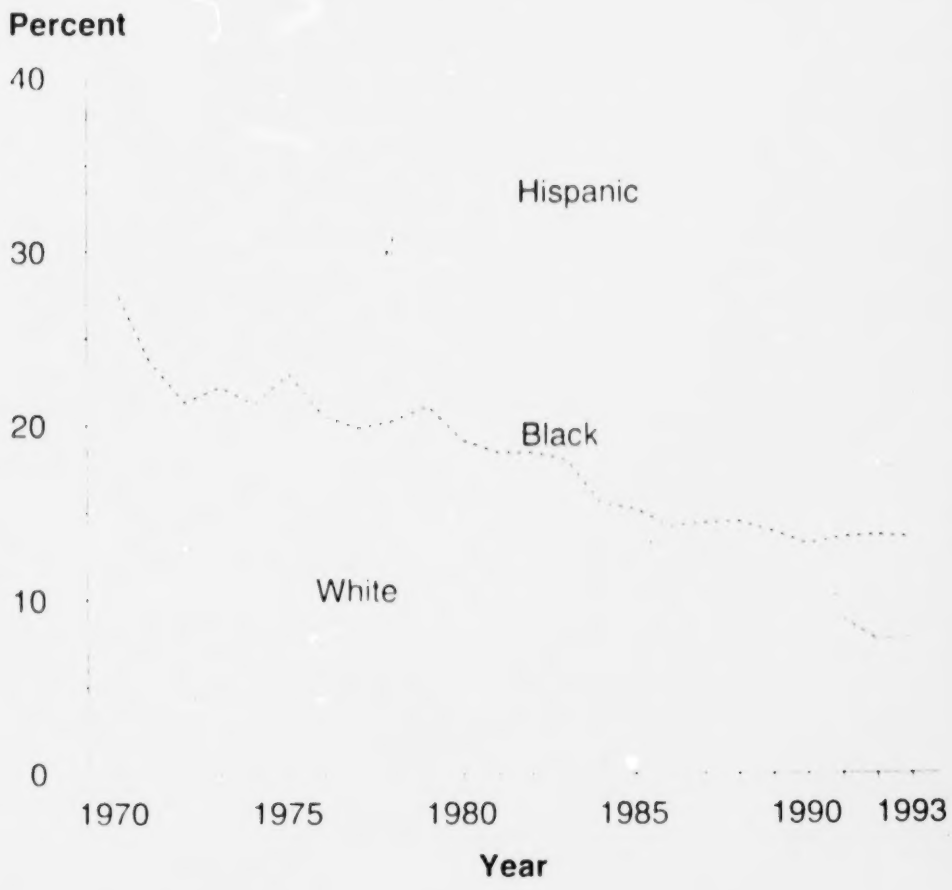

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Table 16.—Percent of high school dropouts among persons 16 to 24 years old, by race/ethnicity: October 1973 to October 1993

Year	All races	White, non-Hispanic	Black, non-Hispanic	Hispanic origin
1973	14.1	11.6	22.2	33.5
1975	13.9	11.4	22.9	29.2
1977	14.1	11.9	19.8	33.0
1979	14.6	12.0	21.1	33.8
1980	14.1	11.4	19.1	35.2
1981	13.9	11.4	18.4	33.2
1982	13.9	11.4	18.4	31.7
1983	13.7	11.2	18.0	31.6
1984	13.1	11.0	15.5	29.8
1985	12.6	10.4	15.2	27.6
1986	12.2	9.7	14.2	30.1
1987	12.7	10.4	14.1	28.6
1988	12.9	9.6	14.5	35.8
1989	12.6	9.4	13.9	33.0
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992* ...	11.0	7.7	13.7	29.4
1993* ...	11.0	7.9	13.6	27.5

*Wording of questionnaire was changed.

NOTE: Dropouts are persons not enrolled in school who neither graduated from high school, nor received GED credentials.

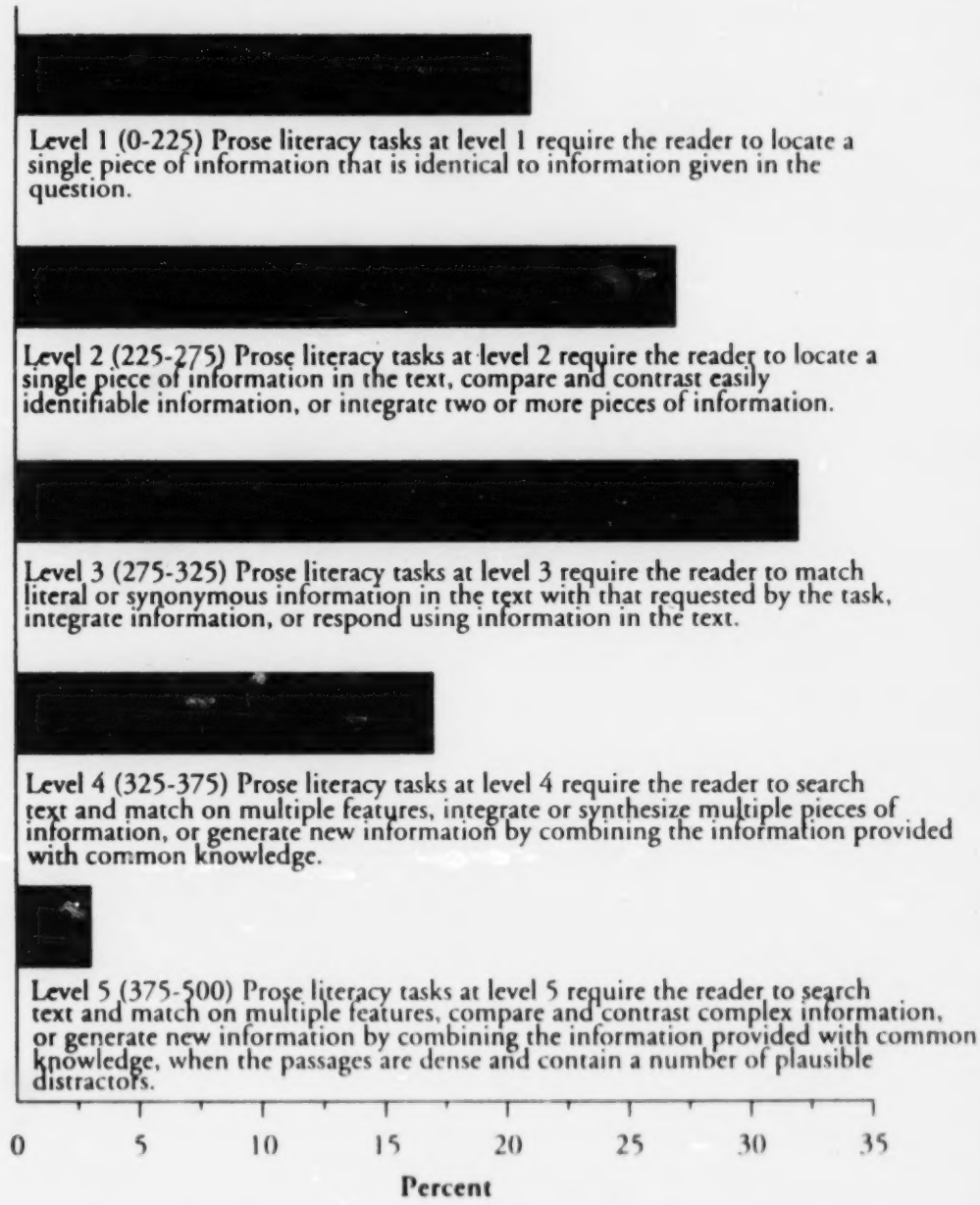
Literacy Rates

Some 90 million adults—about 47 percent of the U.S. population—performed at the two lowest levels of literacy in 1992. Literacy was defined as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Three scales were developed measuring different aspects of literacy: prose, quantitative, and document.

Adults with higher levels of educational attainment had higher average levels of prose literacy. Also, adults aged 19 to 54 had higher average levels of literacy scores than those 55 and older. The differences in literacy between younger and older adults may be due to the higher level of educational attainment among younger adults.

On all three literacy scales, the average literacy scores for Hispanics were below that of blacks which were below that of whites. On the quantitative literacy scale, the difference between blacks and whites was larger than the difference between white high school and college graduates.

Figure 8.—Literacy of adults aged 16 and older: 1992


Level 1 (0-225) Prose literacy tasks at level 1 require the reader to locate a single piece of information that is identical to information given in the question.
Level 2 (225-275) Prose literacy tasks at level 2 require the reader to locate a single piece of information in the text, compare and contrast easily identifiable information, or integrate two or more pieces of information.
Level 3 (275-325) Prose literacy tasks at level 3 require the reader to match literal or synonymous information in the text with that requested by the task, integrate information, or respond using information in the text.
Level 4 (325-375) Prose literacy tasks at level 4 require the reader to search text and match on multiple features, integrate or synthesize multiple pieces of information, or generate new information by combining the information provided with common knowledge.
Level 5 (375-500) Prose literacy tasks at level 5 require the reader to search text and match on multiple features, compare and contrast complex information, or generate new information by combining the information provided with common knowledge, when the passages are dense and contain a number of plausible distractors.
0
5
10
15
20
25
30
35
Percent

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Adult Literacy Survey, 1992.*

Completions

Americans are becoming more educated. Between 1980 and 1993, the proportion of the adult population 25 years of age and over with 4 years of high school or more rose from 69 percent to 82 percent. At the same time, the proportion of adults with at least 4 years of college increased from 17 percent to 22 percent.

Table 17.—Percent of persons 25 years and older who completed various years of school: 1960 to 1993

Year	Less than 5 years of elementary school	4 years of high school or more	4 or more years of college
April 1960	8.3	41.1	7.7
March 1970	5.3	55.2	11.0
March 1980	3.4	68.6	17.0
March 1985	2.7	73.9	19.4
March 1986	2.7	74.7	19.4
March 1987	2.4	75.6	19.9
March 1988	2.4	76.2	20.3
March 1989	2.5	76.9	21.1
March 1990	2.4	77.6	21.3
March 1991	2.4	78.4	21.4
March 1992	2.8	80.8	21.4
March 1993	2.1	81.5	21.9

Reading Performance

Long-term trends in reading achievement show improvements for many of the country's 13- and 17-year-old students and for some groups of 9-year-olds. However, many of the advancements in performance that had been made prior to 1988 among black students have not continued—or have reversed in more recent years.

Table 18.—Proficiency of 17-year-olds in reading, by selected characteristics: 1971, 1980, and 1992

Selected characteristics of students	1971	1980	1992
Total	285.2	285.5	289.7
Sex			
Male	278.9	281.8	284.2
Female	291.3	289.2	295.7
Race/ethnicity			
White	291.4	292.8	297.4
Black	238.7	243.1	260.6
Hispanic	—	261.4	271.2
Control of school			
Public	—	284.4	287.8
Private	—	298.4	309.6
Parents' education level			
Not graduated high school	261.3	262.1	270.8
Graduated high school	283.0	277.5	280.5
Post high school	302.2	298.9	298.6

— Data not available.

Mathematics Performance

Results from national assessments of mathematics achievement indicate that students have made some improvements in their basic computations skill. Average proficiency for 9- and 13-year-olds improved between 1982 and 1992. For 17-year-old students, average proficiency had declined between 1973 and 1982, but an upturn during the past decade returned their performance to the 1973 level. However, the performance of older students on advanced mathematical operations has shown little or no improvement.

Table 19.—Percent of 17-year-old students performing at or above three mathematics proficiency levels, by race/ethnicity: 1978 to 1992

Year and race/ethnicity	Numerical operations and beginning problem solving	Moderately complex procedures and reasoning	Multistep problem solving and algebra
Total			
1978	92	52	7
1982	93	49	6
1990	96	56	7
1992	97	59	7
White			
1978	96	58	8
1982	96	55	6
1990	98	63	8
1992	98	68	9
Black			
1978	71	17	0
1982	76	17	1
1990	92	33	2
1992	90	30	7
Hispanic			
1978	78	23	1
1982	81	22	1
1990	86	30	2
1992	94	39	1

College Degrees

The number of degrees conferred by institutions of higher education was estimated to be at an all-time high for all levels of degrees in 1993–94: 504,000 associate degrees; 1,165,000 bachelor's degrees, 370,000 master's degrees; 74,700 first-professional degrees; and 41,300 doctor's degrees. In 1991–92, women earned the majority of degrees at the associate, bachelor's, and master's degree levels.

Figure 9.—Percent of bachelor's, master's, first-professional, and doctor's degrees awarded to women: 1959–60 to 1991–92

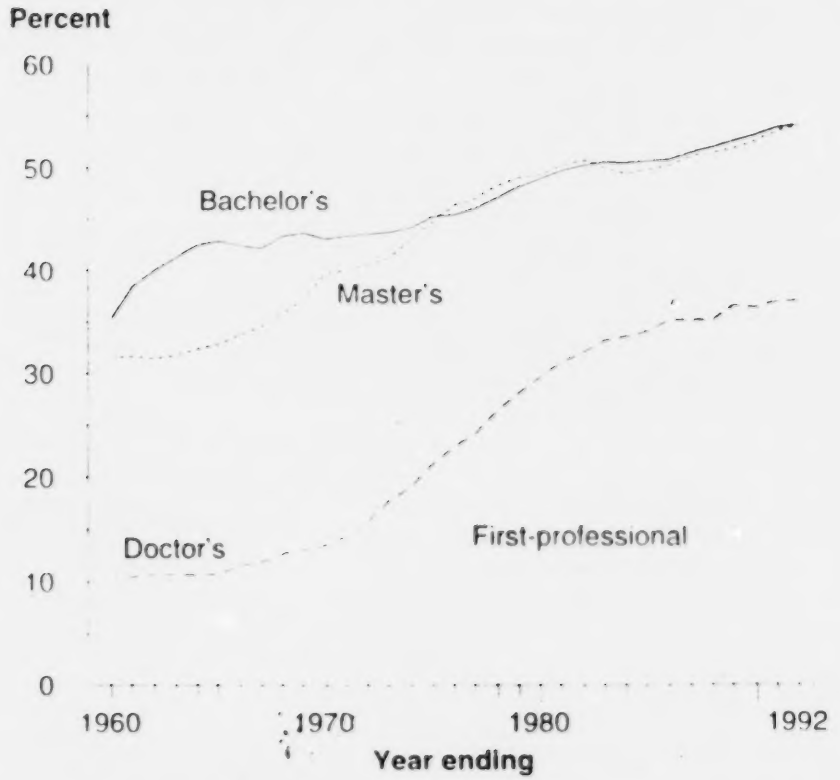


Table 20.—Degrees conferred by institutions of higher education, by level of degree: 1960–61 to 1993–94

Year	Bachelor's degrees [1]	Master's degrees	Doctor's degrees
1960-61	365,174	84,609	10,575
1965-66	520,115	140,602	18,237
1970-71	839,730	230,509	32,107
1975-76	925,746	311,771	34,064
1980-81	935,140	295,739	32,958
1981-82	952,998	295,546	32,707
1982-83	969,510	289,921	32,775
1983-84	974,309	284,263	33,209
1984-85	979,477	286,251	32,943
1985-86	987,823	288,567	33,653
1986-87	991,264	289,349	34,041
1987-88	994,829	299,317	34,870
1988-89	1,018,755	310,621	35,720
1989-90	1,051,344	324,301	38,371
1990-91	1,094,538	337,168	39,294
1991-92	1,136,553	352,838	40,659
1992-93 [2]	1,145,000	364,000	41,200
1993-94 [2]	1,165,000	370,000	41,300

[1] First-professional degrees are included with bachelor's degrees in 1960-61.

[2] Projected.

Finance

Overall Expenditures

Expenditures for public and private education, from preprimary through graduate school, are estimated at $484 billion for 1993-94. The expenditures of elementary and secondary schools are expected to total about $285 billion for 1993-94, while institutions of higher education will spend about $199 billion.

Viewed in another context, the total expenditures for education are expected to amount to about 7.6 percent of the gross domestic product in 1993-94. This is somewhat higher than the 1983-84 figure of 6.7 percent, but about the same as the 1970-71 figure of 7.5 percent.

Table 21.—Total expenditures of educational institutions related to the gross domestic product in current dollars: 1970–71 to 1993–94

School year	Total expenditures in millions of dollars	As a percent of gross domestic product
1970–71	$ 75,741	7.5
1980–81	182,849	6.8
1981–82	197,801	6.5
1982–83	212,081	6.7
1983–84	228,597	6.7
1984–85	247,657	6.6
1985–86	269,485	6.7
1986–87	291,974	6.8
1987–88	313,375	6.9
1988–89	346,883	7.1
1989–90	382,062	7.3
1990–91	414,690	7.5
1991–92 [1]	438,971	7.7
1992–93 [2]	462,700	7.7
1993–94 [2]	484,000	7.6

[1] Preliminary.
[2] Estimated.

Public Elementary and Secondary School Revenues

The state share of revenues for public elementary and secondary schools grew through most of the 1980s, but in 1987-88 the trend began to reverse. Between 1986-87 and 1991-92, the local share of school funding rose while the proportion from state governments fell. In 1991-92, 46.4 percent of all revenues came from state sources, 47.0 percent came from local sources, and 6.6 percent came from the federal government.

Table 22.—Percent of revenues for public elementary and secondary schools from various sources: 1970–71 to 1991–92

School year	Federal	State	Local*
1970–71	8.4	39.1	52.5
1973–74	8.5	41.4	50.1
1975–76	8.9	44.6	46.5
1980–81	9.2	47.4	43.4
1981–82	7.4	47.6	45.0
1982–83	7.1	47.9	45.0
1983–84	6.8	47.8	45.4
1984–85	6.6	48.9	44.4
1985–86	6.7	49.4	43.9
1986–87	6.4	49.7	43.9
1987–88	6.3	49.5	44.1
1988–89	6.2	47.8	46.0
1989–90	6.1	47.3	46.6
1990–91	6.2	47.2	46.7
1991–92	6.6	46.4	47.0

*Includes a relatively small amount from nongovernmental sources.

NOTE: Beginning in 1980–81, revenues for state education agencies are excluded.

Public Elementary and Secondary School Expenditures

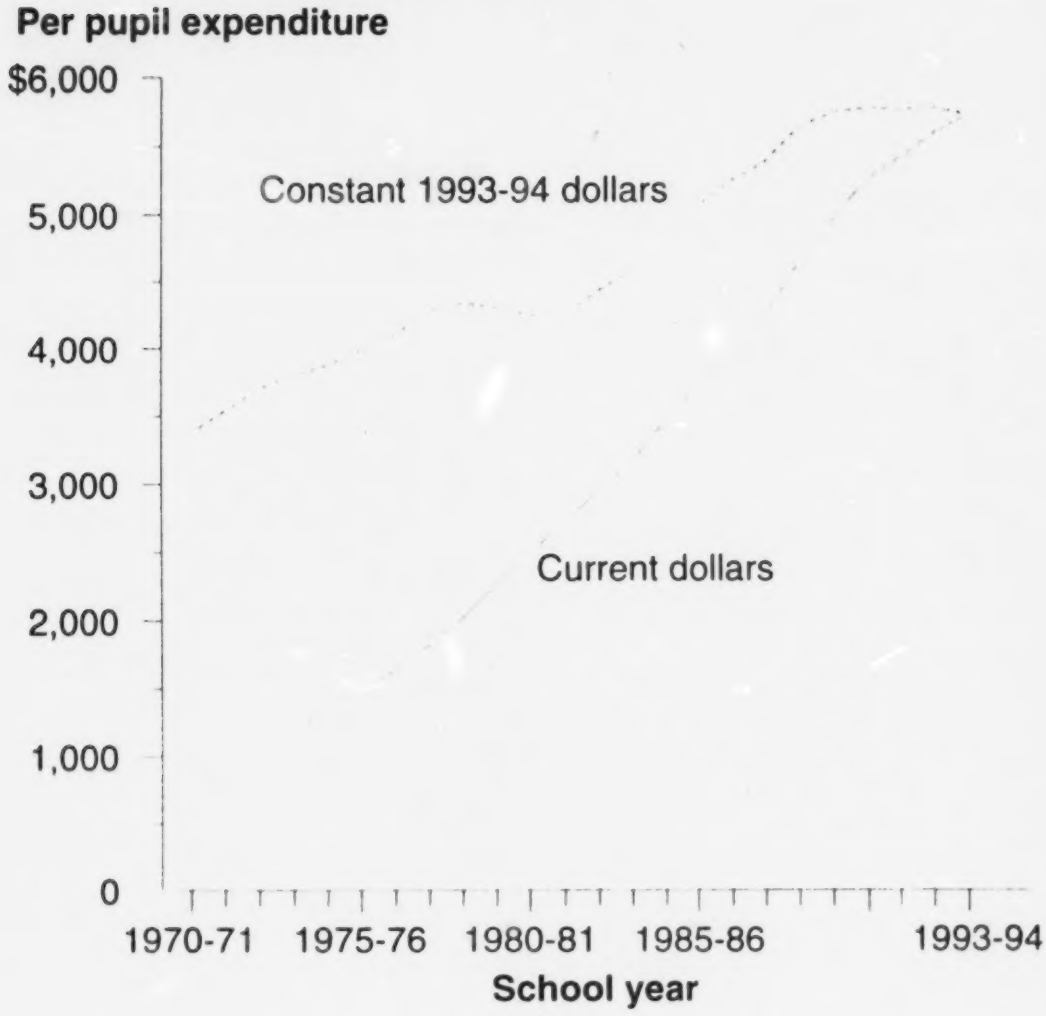
The expenditure per student in public schools has risen significantly in the past 10 years, especially during the mid-1980s. In 1993–94, the estimated current expenditure per student in average daily attendance was $5,734. After adjustment for inflation, this represents an increase of 26 percent since 1983–84.

Table 23.—Current expenditure per pupil in average daily attendance: 1970–71 to 1993–94

School year	Unadjusted	Constant 1993–94 dollars
1970–71	$ 911	$3,354
1980–81	2,502	4,223
1983–84	3,173	4,559
1985–86	3,756	5,046
1986–87	3,970	5,219
1987–88	4,240	5,352
1988–89	4,645	5,604
1989–90	4,962	5,714
1990–91	5,258	5,741
1991–92	5,421	5,735
1992–93	5,604	5,749
1993–94*	5,734	5,734

* Estimated.

Figure 10.—Current expenditure per student in average daily attendance in public elementary and secondary schools: 1970–71 to 1993–94



Federal Aid for Public Elementary and Secondary Education

Thirty-two percent of public elementary and secondary school students in the United States received publicly funded free or reduced-price lunches in 1990–91. At public elementary schools the participation rate was 37 percent, compared with 22 percent for public secondary schools. About 14 percent of all public elementary and secondary school children received Chapter I services in 1990–91. Federally sponsored Chapter I programs are designed to assist poorly performing students in economically disadvantaged areas. Children in rural areas (13 percent) and central cities (18 percent) were more likely to receive services than those in suburban areas (10 percent).

Table 24.—Percent of public school students participating in federal programs, by school characteristics: 1990–91

School characteristics	Percent free lunch	Percent ECIA* Chapter I
Total	32.0	13.6
Community type		
Central city	44.1	18.1
Urban fringe/large town	22.8	10.3
Rural/small town	30.3	12.9
School size (students)		
Less than 150	35.2	17.5
150–299	35.6	14.5
300–499	34.1	15.8
500–749	34.5	15.2
750 or more	28.1	10.8
Minority students (percent)		
Less than 5	20.1	9.5
5 to 19	18.3	7.1
20 to 49	31.5	10.8
50 or more	57.2	26.3

* Education Consolidation and Improvement Act.

Higher Education Revenues

Private colleges are heavily dependent on tuition for revenues, receiving 41 percent from this source. In contrast, public colleges receive much of their revenue—42 percent—from state and local governments.

Table 25.—Sources of current-fund revenue for institutions of higher education: 1991–92

Source	Public	Private
Total	100.0	100.0
Tuition and fees	17.1	40.7
Federal government	10.6	15.3
State governments	38.3	2.5
Local governments	3.7	0.7
Private gifts, grants, and contracts	4.0	8.3
Endowment income	0.6	4.8
Sales and services	23.2	23.3
Educational activities	2.9	2.6
Auxiliary enterprises	9.5	10.3
Hospitals	10.9	10.3
Other sources	2.6	4.4

Higher Education Expenditures

Trend data show some increases in the expenditures per student at institutions of higher education through the late 1980s and relatively small fluctuations thereafter. After adjustment for inflation, current-fund expenditures per student rose about 11 percent between 1981–82 and 1986–87, but increased less than 1 percent between 1986–87 and 1991–92.

Table 26.—Current-fund expenditure and expenditures per full-time-equivalent student in institutions of higher education: 1970–71 to 1991–92

Year	Expenditures in millions		Per student, in constant 1991–92 dollars
	Unadjusted dollars	Constant 1991–92 dollars	
1970–71	$ 23,375	$ 83,330	$12,368
1980–81	64,053	122,568	13,898
1981–82	70,339	121,436	13,471
1985–86	97,536	130,901	14,637
1986–87	105,764	135,681	14,969
1987–88	113,786	140,154	15,185
1988–89	123,867	146,021	15,429
1989–90	134,656	150,033	15,339
1990–91	146,088	153,870	15,412
1991–92*	156,212	156,212	15,078

*Preliminary data.

College Costs

For the 1993–94 academic year, annual undergraduate charges for tuition, room, and board were estimated to be $5,695 at public colleges and $15,532 at private colleges. Between 1983–84 and 1993–94, charges at public colleges increased by 26 percent and charges at private colleges by 14 percent, after adjusting for inflation.

Figure 11.—Total tuition, room, and board charges at public and private 4-year colleges: 1959–60 to 1993–94

Table 27.--Average undergraduate tuition, room, and board charges: 1980–81 to 1993–94

Year and control of institution	Total tuition, room, and board		
	All institutions	4-year	2-year [1]
All			
1980–81	$ 3,101	$ 3,499	$ 2,230
1983–84	4,167	4,747	2,854
1986–87	5,206	5,964	3,295
1990–91	6,562	7,602	3,930
1991–92	7,074	8,252	4,089
1992–93	7,452	8,758	4,207
1993–94 [2]	7,918	9,291	4,471
Public			
1980–81	2,373	2,550	2,027
1983–84	3,156	3,433	2,534
1986–87	3,805	4,138	2,989
1990–91	4,757	5,243	3,467
1991–92	5,135	5,695	3,623
1992–93	5,379	6,020	3,799
1993–94 [2]	5,695	6,374	4,006
Private			
1980–81	5,470	5,594	4,303
1983–84	7,508	7,759	5,571
1986–87	9,676	10,039	6,384
1990–91	12,910	13,237	9,302
1991–92	13,907	14,273	9,631
1992–93	14,634	15,009	9,903
1993–94 [2]	15,532	15,959	10,437

[1] Due to a low response rate, data for private 2-year colleges must be interpreted with caution.

[2] Preliminary data.

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Scholarships and Fellowships

One of the most rapidly rising expenditures at institutions of higher education during the past decade was for scholarships and fellowships. The proportion of educational and general budgets spent on scholarships rose from 2.9 percent at public colleges in 1981-82 to 4.1 percent in 1991-92. At private colleges, the proportion expended for scholarships rose from 9.0 percent to 13.5 percent during the same time period.

On a per student basis, expenditures for scholarships and fellowships rose by 70 percent at public universities between 1981-82 and 1991-92, compared with 11 percent for instructional expenditures. At private universities during the same period, the per student expenditures on scholarships and fellowships rose by 93 percent, and the instructional costs rose by 39 percent. Another rapidly rising expenditure in the public sector during the decade was for research, which rose by 37 percent per student at public universities and by 38 percent at other public 4-year colleges.

Table 28.—Educational and general expenditures of institutions of higher education: 1980–81 to 1991–92

(In millions)

Year	Total expenditures	Scholarships and fellowships	Percent of total
	Public		
1980–81	$34,173	$1,065	3.1
1981–82	37,171	1,089	2.9
1985–86	50,873	1,576	3.1
1987–88	58,639	1,941	3.3
1988–89	63,445	2,150	3.4
1989–90	69,164	2,386	3.5
1990–91	74,395	2,689	3.6
1991–92* ...	78,529	3,255	4.1
	Private		
1980–81	$15,901	$1,440	9.1
1981–82	17,678	1,596	9.0
1985–86	25,255	2,584	10.2
1987–88	30,518	3,384	11.1
1988–89	33,358	3,768	11.3
1989–90	36,421	4,269	11.7
1990–91	39,744	4,863	12.2
1991–92* ...	43,038	5,805	13.5

*Preliminary data.

Aid to Higher Education

About 44 percent of all undergraduates, including more than half of full-time students, received some form of financial aid in 1989. Students at private colleges were more likely to receive aid than students at public colleges. About 48 percent of full-time undergraduates at public colleges received aid compared with 70 percent at private nonprofit colleges. Students obtained aid through a variety of programs: 37 percent received grants, 20 percent received loans, 5 percent participated in work-study programs, and 8 percent received aid through other types of programs. About 30 percent of students received aid from federal sources and 32 percent received aid through private sources. Private colleges provided aid from their own sources to about half of their full-time undergraduates. For all full-time undergraduates, the average student aid package from all sources totalled $4,732 in 1989-90.

Table 29.—Percent of undergraduates receiving financial aid from grants or loans: Fall 1989

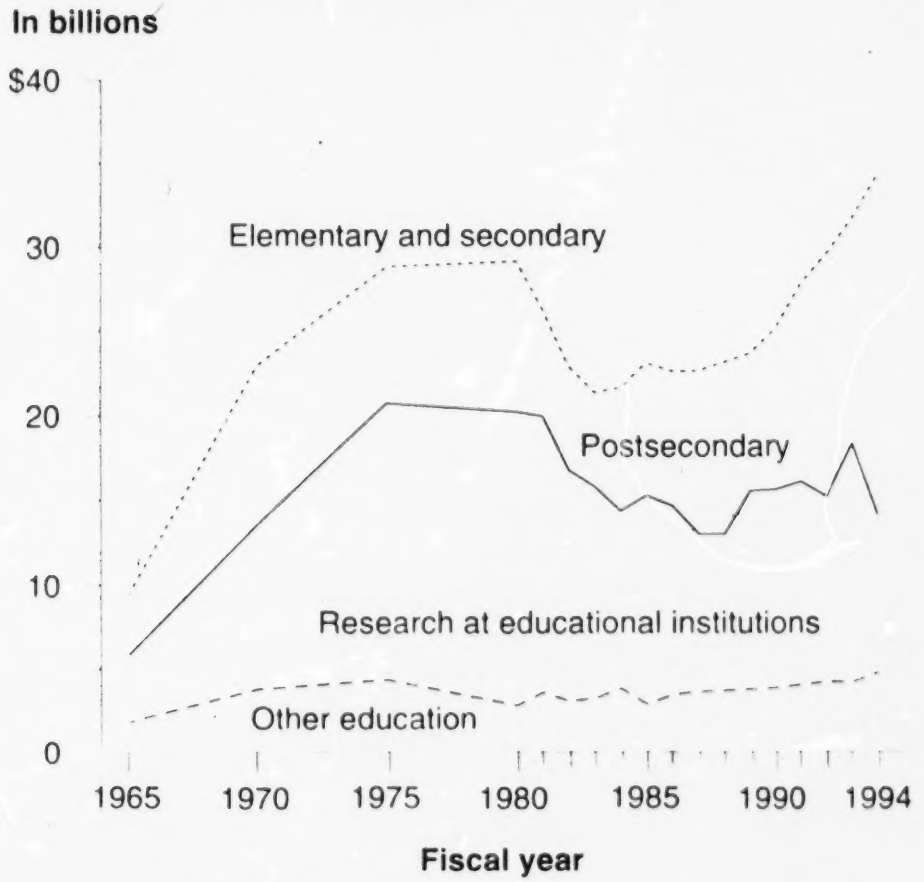
Selected student characteristics	Aid from all sources	Grants	Loans
All undergraduates ..	44.0	37.2	20.4
Sex			
Men	42.2	35.1	19.6
Women	44.6	38.0	20.4
Race/ethnicity			
White, non-Hispanic ...	41.2	34.2	19.1
Black, non-Hispanic	61.2	55.3	28.2
Hispanic	44.2	38.7	19.9
Asian American	35.5	31.2	14.7
American Indian	51.6	46.8	16.2
Age			
23 years old or younger	46.1	37.9	22.4
24 to 29 years old	44.4	38.6	23.2
30 years old or older ..	37.4	33.0	12.8
Marital status			
Married	35.4	30.6	14.8
Not married	46.3	38.8	22.7
Separated	55.6	50.0	25.4
Attendance status			
Full-time	56.4	47.3	29.8
Part-time	25.9	22.3	6.4

NOTE: Data include students in all types of postsecondary institutions.

Federal Funding

Federal on-budget support for education showed sizable growth between fiscal years 1965 and 1994, after adjustment for inflation. (On-budget support excludes education funds that are generated by federal subsidies, such as Guaranteed Student Loans.) Particularly large increases occurred between 1965 and 1975. After a period

Figure 12.—Federal on-budget funds for education, by level: 1965 to 1994
(In constant 1994 dollars)



of relative stability between 1975 and 1980, federal funding for education, excluding estimated federal tax expenditures for education, declined approximately 9 percent between 1980 and 1985 after adjustment for inflation. From 1985 to 1994, federal funding for education increased by 34 percent.

Table 30.—Federal funds for education: Fiscal years 1965 to 1994

(In millions of dollars)

Fiscal year	Total on-budget support	
	Current dollars	Constant 1994 dollars
1965	$ 5,331.0	$25,979.1
1970	12,526.5	49,289.2
1975	23,288.1	63,207.7
1980	34,493.5	62,721.6
1982	34,304.7	52,934.4
1984	36,104.5	51,096.4
1985	39,027.9	53,322.7
1986	39,745.0	52,723.8
1988	43,216.0	53,864.6
1990	51,624.3	59,081.6
1991	57,595.7	63,086.5
1992	60,479.8	64,035.1
1993	67,740.6	69,616.6
1994	68,364.2	68,364.2

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